



**THE PRINCIPAL'S STRATEGIES AND PATTERNS IN
IMPLEMENTING THE CHARACTER EDUCATION
REINFORCEMENT: A CASE STUDY IN ELEMENTARY SCHOOL
NO.9 MATARAM WEST NUSA TENGGARA INDONESIA**

Mega Suciwati 

Magister Administrasi Pendidikan, Universitas Mataram, Indonesia

megasuci.map25@gmail.com

Hamidsyukrie ZM

Universitas Mataram, Indonesia

hamidsyukrie@yahoo.com

Syafruddin

Universitas Mataram, Indonesia

syaf_mataram@yahoo.com

Abstract

This research aims to describe the principal's strategies and patterns in implementing the character education in Elementary School No.9 Mataram West Nusa Tenggara, Indonesia. In fact, this Elementary School has been piloting the character education and has a strength in both academic and non-academic aspects. This research uses the descriptive qualitative approach with the case study method. The data will be collected by conducting unstructured interview, participative observation and documentation study. The results of this study shows that the Principal uses some strategies in building the character education in Elementary School No.9 Mataram by: 1) Encouraging all teachers to be the model for the staff and students. 2) Encouraging all teachers and staff to be the living model of school values and good character. 3) Giving supports to the teachers to integrate the school values within the learning process. 4) Developing the school culture and character-building team. 5) Implementing activities to

promote the character building. While the patterns that the principal uses to develop the school character education in Elementary School No.9 Mataram are: 1) Class based character education where all subjects have been merged with the school values. 2) Society based character education where school committee is optimized to encourage the school programs. 3) School culture-based character education where the extracurricular activities play important roles in building the students' character.

Keywords: Character Building, Character Education Implementation, Character Education Reinforcement, Principal Patterns, Principal's Strategies

INTRODUCTION

A developed country means to develop a good character-building education. This stimulates Indonesian government to promote the character education through the implementation of K-13 Curriculum. Government appointed the pilot schools to lead and model its implementation. In 2016 West Nusa Tenggara Provincial government appointed Elementary School No.9 Mataram and Elementary School No.5 Bima to be the pilot project for the character education implementation. This piloting project aims to achieve the national education vision to massively produce golden generation in 2024.

Suyanto (2009) explained that the character education is a mindset and actions of an individual in his interaction with the other social context such as family, community and citizenship. The character education mainly aims to build the character of an individual to be applied in his daily interactions. This character then means to develop intrinsic identity and forms a value within.

A school is urged to be the role model for this character education development. The Principal, teacher and community play important roles in continuously build the students character, ethic, and culture. In specific, a principal of a school plays a crucial role in managing and determining the success of a character education. The Principal is defined as a professional in a school institution who manages and leads the school organization. Besides, a principal should model a collaborative and collegial partnership with the teachers and community in strengthening the students' values and character. In summary, the success of a character education means to be the triangle collaboration of a school principal, teacher and community.

Mutohar (2013:204) elaborates that school principal is a person who determines the organization success. Besides, a principal should be the problems solver for many issues faced by the organization. Meanwhile a process is an activity that is designed to solve problems in a

school institution. A School Principal is not only managing the teaching and learning process, but a school principal should have a capability and power be the agent of change (Wohlsetter 1996).

Samani (2011:36) explains the challenges that Indonesian education system mostly face such as the only emphasize on cognitive development. This shows that character education is an urgent matter which also projects to develop affective, empathy and attitude. In fact, there are many abusive phenomena happens such as sexual abuse, corruption and the other many non-educated actions. Samani added that character education affects positively in the future of children. The earlier a character education is being applied, the better generation it will be in the future. Thus, character education should be applied within the primary years level since it is considered to be a strategic and critical period for the children.

Based on those background above, a school principal should set up strategies and apply a character education as follows: 1) Principal to do instructional program effectively. 2) Principal to create conducive climate leadership for the school development. 3) Principal to apply students-based learning approach. 4) Principal to do continuous supervision to the character education implementation in classes.

This research is conducted in Elementary School No.9 Mataram West Nusa Tenggara Indonesia. It has been appointed by the provincial government as the pilot project for the character education implementation. Previously, Elementary School No.9 Mataram only implemented its character education in the extra-curricular activities and was not effectively implemented. Since it was appointed to be the pilot project, Elementary School No.9 Mataram was able to show a good model of effective character education implementation. In summary, Elementary School No.9 Mataram showed strength in both academic and the non-academic aspect.

Based on the overall background, this study aims to capture and describe how the principal set up strategies and patterns in implementing the character education. Besides, this research will elaborate how the principal solves problems, issues as well as develop effective school program for the character education.

RESEARCH METHODOLOGY

This research uses descriptive qualitative approach with case study method. The qualitative approach means to collect required data and then to be elaborated in descriptive explanation, pictures, and the other documentary data. The subject of this research are principal, The character building team, Class teacher, Administration Team. The data will be collected through

unstructured interview, participatory observation and documentary study. While the data analysis is provided through the data reduction, verification and conclusion.

RESULTS AND DISCUSSIONS

The Principal's strategies in implementing the character education in Elementary School No.9 Mataram are: 1) The Principal becomes the model for the teacher, staff and students. 2) The Principal encourages the teachers and staff to be the role model in the school pedagogical practices. 3) The Principal gives support for the teachers in integrating the character education throughout their teaching and learning process. 5) The Principal sets up program activities to promote the character education.

The implementation of character education in Elementary School No.9 uses patterns as follows: 1) The character education in Elementary School No.9 Mataram implements class-based character education and has been integrated with the curriculum. 2) The Principal implements community-based character education by optimizing the involvement of the school committee. 3) The principal implements school culture-based education through the extra-curricular activities such as scouting, drumb band, dance, sport, etc.

1. The Principal's strategies in implementing the character education in Elementary School No.9 Mataram.

Based on the theoretical review, Principal plays important roles in the successful implementation of the character education. The Principal should have sets of effective strategies to achieve the goals. The strategies is a planned patterns by managing human resources to achieve the goals.

Mutohar (2013:204) explained that the most important aspects in the school is the principal and the process itself. The principal determines the operation of the school organization by giving solutions for the problems and issues that school faces. The roles of principal means to give guidelines, modelling, supervision to the whole school components.

A principal should continuously establish communication with the community in realizing the character education culture at school. Based on the data and information collected this research found that:

- a. The Principal becomes the role model for the whole school staff and students in acting the good values throughout the school pedagogical practices.
- b. The Principal encourages all teachers and staff to be the role model and necessarily giving the awards for those who can perform the values of the projected character

education. In the other hand, the principal gives the punishment for the teachers who fail to perform sets of character education values.

- c. The Principal encourages teachers to integrate the values character education into the curricular practices in the class. The integration also should reflect the students' action in the school and community.
- d. The principal forms a school character building team by making supervisional schedule in overseeing the process of character education and making sure that it aligns with the school vision and mission. Besides, the school also collaborate with parents and community.
- e. The Principal plan set of school activities by continuously conducting the flag rising ceremony as well as the other national days celebrations. Besides the students also should be able to sing the national anthem and songs. The students also do regular religious activities, maintain the cleanliness of the school, visiting historical places and do set of activities that promote students' attitudes.

Hendrawan (2017:35) explains that the character education should be consistently done regularly and integrate it with the whole curricular and extra-curricular activities. Besides the principal also has create healthy school environment both physically and mentally.

2. The patterns of character education reinforcement in Elementary School No. 9 Mataram.

The implementation of character education reinforcement can be implemented based on the structure of the curriculum which based in class, school culture and community based. The principal sets up program in reinforcing the implementation of the character education. The principal makes sure all teachers to plan their lesson by integrating the values of Indonesian cultures. Besides the teachers also adopt many resources in their teaching process. (Kamaruddin, Murniati AR, Niswanto, 2006). The research found that: a) There is a class-based education reinforcement by integrating the character education values into the lesson plan, class management and the local content. b) The character education reinforcement based on the school culture by giving opportunities to the whole school learning community to optimize their potential regarding the school tradition, norms and rules. Every staff and students are schedule to do sets of activities that promote the reinforcement of the character education. c) The principal reinforces the character education based on the community by welcoming the students regularly, conducting regular flag rising ceremony, doing the literacy program and participating in various contests. Besides, the students are also encouraged to participate actively in the extra-curricular activities.

CONCLUSIONS

This study is limited in researching about how the Principal's strategies and patterns in reinforcing the character education implementation in Elementary No.9 Mataram, West Nusa Tenggara Indonesia. Based on the research focus, data, and finding the researcher concludes that: the principal's strategies in reinforcing the implementation of character-based education in Elementary School No.9 are: 1) The Principal becomes the model for the teacher, staff and students. 2) The Principal encourages the teachers and staff to be the role model in the school pedagogical practices. 3) The Principal gives support for the teachers in integrating the character education throughout their teaching and learning process. 5) The Principal sets up program activities to promote the character education. While the implementation of character education in Elementary School No.9 uses patterns as follows: 1) The character education in Elementary School No.9 Mataram implements class-based character education and has been integrated with the curriculum. 2) The Principal implements community-based character education by optimizing the involvement of the school committee. 3) The principal implements school culture-based education through the extra-curricular activities such as scouting, drumb band, dance, sport, and the other religious activities.

RECOMMENDATIONS

Based on the conclusion above, the researcher gives recommendation as follows:

- a. The local education government official of Mataram West Nusa Tenggara gives support to the school in implementing the reinforcement of the character education.
- b. The principal should have clear vision and program in implementing the character education program, besides to continuously maintain the healthy climate of the school in both mentally and physically.
- c. The assigned supervisors do regular and systematic supervision to the school by giving guidance to the principal, teachers and staff in maintaining the quality of the character education.
- d. Teachers are meant to promote collegial partnership within the team and perform professional character in role modelling the teaching and learning process.

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